

Individual School Plan For Tier I Schools*Transformation Model – This document contains feedback from the OPI review team.*

School Name:	Pryor Elem, Middle School, and High School	Tier:	I
District:	Pryor Public Schools	Intervention :	Transformation
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B.1 ANALYSIS OF SCHOOL'S NEEDS**Required Data Analysis:**

- ☒ **CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups.
- ☒ **Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ☒ **ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008	32	106	Student level data unavailable	70%
2008-2009	20	45	Student level data unavailable	56%

- ☒ Did this school have one or more **Scholastic Reviews** by an OPI site visitation team? What year(s)? **2006 & 2009**
- ☐ Has this school completed any of the **Correlate Categories** from the **5YCEP**? If so, indicate what categories and attach results.

Additional Areas to Consider for Data and Need Analysis: Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

Demographics: (See NCLB Report Card) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> enrollment <input checked="" type="checkbox"/> drop-out Rate <input checked="" type="checkbox"/> ethnicity <input checked="" type="checkbox"/> grade level <input checked="" type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	Curriculum: (See Scholastic Review) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> alignment with MT standards & ELEs <input checked="" type="checkbox"/> research-based <input checked="" type="checkbox"/> implemented with fidelity <input checked="" type="checkbox"/> schedule for review & revision of curriculum <input checked="" type="checkbox"/> assessment data used to identify gaps <input checked="" type="checkbox"/> review process to determine if meeting needs of all students
Instruction: (See Scholastic Review) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective and varied instructional strategies <input checked="" type="checkbox"/> instruction is aligned to MT ELEs <input checked="" type="checkbox"/> instruction is differentiated <input checked="" type="checkbox"/> system for timely & early interventions for low-performing students <input checked="" type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	Assessment: (See Scholastic Review) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> aligned with MT standards & ELEs <input checked="" type="checkbox"/> data from classroom assessments guides instruction <input checked="" type="checkbox"/> universal screening data for all students <input checked="" type="checkbox"/> progress Monitoring data <input checked="" type="checkbox"/> other Formative Assessments <input checked="" type="checkbox"/> teacher observations <input type="checkbox"/> other:

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Professional Development: (See Scholastic Review) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> student achievement data determines pd priorities <input checked="" type="checkbox"/> professional development is job embedded <input checked="" type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards <input checked="" type="checkbox"/> teacher evaluation process consistently applied <input checked="" type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	Supportive Learning Environment: (See Scholastic Review) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective classroom management strategies <input checked="" type="checkbox"/> school wide behavior standards <input checked="" type="checkbox"/> attendance policy <input checked="" type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input checked="" type="checkbox"/> effective school-parent communication <input checked="" type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input checked="" type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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Other: (See Scholastic Review) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> master schedule & classroom schedules <input checked="" type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input checked="" type="checkbox"/> administrator and teacher experience & qualifications <input checked="" type="checkbox"/> policies & procedures facilitate learning <input checked="" type="checkbox"/> teacher turnover & attendance rates <input checked="" type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	Leadership: (See Scholastic Review) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> facilitate development & implementation of school goals <input checked="" type="checkbox"/> analyze student assessment data <input checked="" type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input checked="" type="checkbox"/> leaders monitor delivery of instruction <input checked="" type="checkbox"/> leaders monitor implementation of school improvement plan <input checked="" type="checkbox"/> leaders ensure staff trained in MT ELEs <input checked="" type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
CRT data: Percentage reported include proficient and advanced. Mar, 2010. (See MontCas CRT data)	10 Gr: Reading – 23 % Math: 8 % Science: 0 % 8 Gr: Reading – 40 % Math: 0 % Science: 17% 7 Gr: Reading – 67 % Math: 0 % 6 Gr: Reading - 50 % Math: 25 % 5 Gr: Reading – 33 % Math: 0 % 4 Gr: Reading – 50 % Math: 20 % Science: 40 % 3 Gr: Reading - 33 % Math: 0 % Need- Improved percentages in proficient reading and math in all grade levels. Contributing factors include: loss of instructional time, transient student population, age placement of students with instructional program, lack of effective teaching strategies, unplanned professional development and low parent engagement.
Graduation Rate: June, 2010 (See NCLB Report Card)	HS: 74% Need – at least a 16% improvement in graduation rates to reach 90% benchmark. Contributing factors include enforcement of district policies aimed at improving attendance and class achievement.
Attendance Rate: Academic Year 2010 (See NCLB Report Card)	7 -8 Grades: 74 % K – 6 Gr: 76 % Need - a minimum of 10% improvement in attendance rates to meet minimal AYP. Contributing factors include devaluing of present educational system, insufficient healthy lifestyle habits needed to promote academic progress, transient student populations.
ELP Assessment	Proficient or Above : 2009-10: 75% (N=24) 2008-09: 56% (N=45)

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(See LEP aggregate annual reports)	2007-08: 70% (N=106) Needs: Instructional enhancement to promote ELP. Contributing factors include multi-linguistic homes.
Scholastic Review or Correlate Review: 2006 & 2009	Observations led to the recommendation of the Big Three as well as other recommendations. These played a part in the selection of this grant's intervention strategies listed. Needs indicate improved leadership building positive relationships and commitment to improved student academic success, improved goal-setting and implementation of action plans created by school leadership teams, equitable applying student behavior and regulation policies. Contributing factors include little follow through with administrative decisions.
Demographics: May, 2010	100 % Native American student population. Needs: Culturally sensitive instruction and assessment. Contributing factors include school district 100% within Crow Reservation boundaries.
Curriculum: May, 2010 (See Scholastic Review)	Member of the ACE curriculum consortium but no follow through with curriculum implementation, prioritizing professional development needs, curriculum revision or alignment. OPI curriculum instructional leader and OPI field representative will serve as curriculum coordinators through duration of Improvement grant years. Contributing factors include little follow through with administrative decisions or coherent forms of professional development.
Instruction: May, 2010 (See Scholastic Review)	With few exceptions, all classroom instructional materials are out dated needing current versions. Present use of current instructional technology is mostly non-existent.
Assessment: May, 2010 (See Scholastic Review)	Recently purchased and trained staff in AIMS web assessment. Star math and Star reading in place. Read 180 student assessment system being used in middle school. Nova Net alternative credit recovery in place in the high school.
Supportive Learning Environment (See 2009 Scholastic Review)	Present staff relates well with students and identify key areas for increased student support. Scholastic Review recommendations indicate a need to extend opportunities for learning beyond the classroom (i.e. after school programs, summer or Saturday School.) Scholastic Review also recognized need for family involvement activities.
Professional Development (See 2009 Scholastic Review)	Professional development plans have not been implemented. Without completion of Five-Year plan, coordinating and implementing a professional development program to reflect the district's mission is difficult. Needs: Develop district wide mission statement, five-year plan, professional development committee and annual professional development plan.
Leadership June, 2010 (See 2009 Scholastic Review)	New principals were hired by the school board in 2008 & 2010. New superintendent hired by the board in 2010. Leadership recommendations from Scholastic Review include goals for administrators and board members.
Other: NCLB Improvement Status Designation June, 2010 (See NCLB Report Card)	HS: 9 th year identified for restructuring 7-8 Gr: 7 th year identified for restructuring Elem: 8 th year identified for corrective action Needs- Improvement needed in academic, attendance and graduation rates and highly qualified teachers for most sub-groups.
Other: (See Board Minutes)	Enrollment: Sept. 14, 2010 = 89 (HS=43; MS=15; Elem = 31) Oct. 2009: 86 Oct. 2008: 135 Needs: Improved reputation within district boundaries. Contributing factors include, administrative inconsistencies, lower academic achievement from neighboring schools, deteriorating facilities, and staff turnover.
Other:	Teacher attendance data: System to report monthly aggregated teacher attendance is being implemented at the onset of this grant request.
Other: (See Network Evaluation Audit, from Aug., 2010)	Technology Network Evaluation, August 2010, Innovative Technology – Computer network seriously hampers operational efficiency, communication, educational innovations and differentiated instruction. Needs- Follow recommendations on technology audit to achieve a minimally effective networked infrastructure.

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state's assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school's progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	Proficiency Rates HS: 45 % MS: 70% Elem: 55%	Proficiency Rates HS: 33% MS: 57 % Elem: 44%	School Improvement Team members representing each school compile a progress report annually including relevant school wide data summary.	Annually beginning May, 2011.	School Improvement Team members
Math	Proficiency Rates HS: 40% MS: 10% Elem: 30%	Proficiency Rates HS: 30% MS: 0% Elem: 19%	Same as above	Annually beginning May, 2011.	Same as above
Graduation Rate	90%	74%	High School Administration will include graduation rates in school report.	High School Administration	Same as above

B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL**TRANSFORMATION MODEL**

*NOTE: Each required activity **must** be addressed.*

(1) Developing and increasing teacher and school leader effectiveness.**(i) Required Activities **The existing high school principal was within regulation.****

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
A) Replace the principal who led the school prior to commencement of the transformation model.	Did not meet experience limits for this innovation.	NA	NA
Describe how the district will replace the principal as part of the school's transformation model.			
Since both of our school principals had less than two years of experience in their position, our district was			

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not required to utilize this implementation step.
<p>In the case of a school that has replaced the principal within the last two years, describe other elements of this transformation effort that have been implemented during that time.</p> <p>A school improvement team has been formed, technical consultants hired by the state to help provide on-site training and school board professional development have all taken place within the past 12 months.</p>
<p>What capacity does the district have to replace the principal?</p> <p>If determined by board members, our district does have the capacity to replace the principals in our schools.</p>
What barriers exist to replacing the principal and how will these be overcome? NA
Action Steps/Person responsible for each step/Date each step will be done: NA
Resources: NA
Milestones/Assessment/Evidence: NA

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.</p> <p>This is a required part of this federal grant and all related expenses are figured into the main overall OPI budget for SIG. The OPI will reimburse the district for the third-party evaluator as part of the SOPPAS system. Orientation will be provided by the OPI.</p>	Supt. Walker	June, 2010	Sept., 2010
<p>Describe the planned evaluation system for teachers. This implementation step is being completed by the Labor/Management task force designated in the Memorandum of Understanding. Specifics for this implementation step will be released when task force completes their recommendation.</p>			
<p>Describe how the district will take into account data on student growth as a significant factor in improvement for teacher evaluations. Pryor District will implement methods outlined in SOPPAS, teacher performance appraisal system created with administrative and teacher input.</p>			
<p>How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers? SOPPAS will be implemented incorporating several observations from various observers over the three-year period of this grant. In addition, administrators will investigate and use various walk through classroom observation tools during year one.</p>			
<p>How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations? During year one, student growth factors will be investigated by the Labor Management Team and on-site</p>			

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school staff members. Components of the SOPPAS system will incorporate professional practices, including teacher reflection and student growth.
Describe the planned evaluation system for the principal. SOPPAS also developed a principal evaluation tool similar to the teacher appraisal system combining five components including reflective professional practices, student growth and graduation rates.
Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation. Similar to the teacher appraisal system created by the Labor Management Task team with administrative representatives. The Delaware principal evaluation served as the basis for creation of this instrument which incorporates five components: vision, instruction, financial, facilities management, and increasing student achievement. The principal will have the opportunity to acquire an understanding of the indicators, skills and dispositions to demonstrate competencies in the school environment. The District Superintendent will evaluate the principal.
How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal? The SOPPAS model will be implemented over two years incorporating multiple observations, input from principal and superintendent, acquisition of ongoing data, monitoring of staff development meetings, and specific evidence related to initial goal setting.
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for the principal evaluation? The increase of graduation rates and achievement rates will be a portion of the data that will be reviewed as part of the administrator evaluation.
What capacity does the district have to implement a new evaluation system for teachers and the principal? The district does have the capacity to implement a new teacher and principal evaluation system. The superintendent will complete the principal evaluation and the principals will complete the teacher evaluations. Assistance will be provided to the district from outside evaluators in effective use of the evaluation system.
What barriers exist to implementing this new evaluation system and how will these be overcome? Evaluating teacher and principal effectiveness is complicated by student absenteeism and excessive tardy rates. As student growth emerges as a component of this evaluation system, student attendance needs to also be considered as a factor. During year two, a teacher incentive system will be piloted for implementation. As this initiative is being studied, it will be important to research possible funding sources to continue incentives after the three year transformation model is completed.
Describe how teacher and principal input was or will be used to design and develop these teacher and principal evaluation systems. Principal and teacher representatives were selected from each district involved in this Transformation Model for the School Improvement Grant. These members attended several full day workshops in which their voices were a portion of the creation of the SOPPAS evaluation tool.
Action Steps/Person responsible for each step/Date each step will be done: 1. Create a system for collecting components of the SOPPAS including student growth factors and teacher absenteeism./Principals & Superintendent./ Fall 2010 2. Begin SOPPAS Appraisal Cycle/ Principals & Superintendent/ Nov. 2010. 3. Plan ongoing staff training on the SOPPAS system for principals, teachers and Board members./ Administrators, Transformation Leaders and School Board Coach/ Nov. 2010. 4. Approved teacher incentive system will be developed by the Labor Management Task force./ June, 2011. 5. Pilot Teacher Incentive system/ Administrators/ Sept. 2011. 6. Investigate alternative funding for teacher incentive system when Improvement Grant is

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completed./School Improvement Team/ May, 2012.
Resources: Labor Management Task Force, General Funds, Materials for staff development.
Milestones/Assessment/Evidence: SOPPAS cycle began for all teachers and principals by January, 2011. Staff and board training completed by May, 2011. Student growth factors a component of the SOPPAS by May, 2012.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so. The OPI has state-level academic achievement awards funds identified for this component.	Supt. Walker, Principal Stands	June, 2010	Sept., 2013
Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable) who have increased student achievement and/or high school graduation rates. The OPI/MEA Statewide Labor Management team will assist the district labor/management team in exploring and researching various incentive programs for school leaders, teachers, and other staff. The local team will identify successful incentive programs around the U.S. The local labor management team will collaborate on an ongoing basis with all staff within the district to garner input and suggestions for how a program could be implemented in the Pryor District. The labor management team will meet regularly with updates to the SIG and administrative team.			
Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so. The Pryor School Board is ultimately responsible for the removal of unsuccessful staff. The administrative team must follow the collective bargaining agreement as well as state statute to ensure due process is followed. The administrative team must provide all the necessary documentation on providing staff with ample opportunities to improve performance. Additionally, the administrative staff must have all necessary documentation prepared for the Board of Trustees when recommending nonrenewal or removal from the district.			
What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff? The district's capacity to implement a new reward system and removal system for teachers, school leaders, and other staff is at the beginning stages. A new evaluation system has been created yet training and support for the leadership of the buildings has been limited. Additional training and support for building leaders must be acquired. Allowing all staff time to understand and implement the new system is imperative with a goal of full implementation in the second year.			
What barriers exist to implementing this new reward and removal system and how will these be overcome? It is imperative that members of the labor-management committee research effective teacher incentive programs currently in operation across the country. It might be important for all 4 district Schools of Promise SIG team representatives to be involved in this work. The Pryor School Board and administration is unfamiliar with the overall purpose of reward systems and unsure of district capacity to sustain such a system within current funding streams. Additionally, updated information regarding tenure and evaluation statute has not been presented to the Board. Training is a must			

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<p>for the school board and will provide the knowledge and skills trustees need in understanding this process and how to support administrative recommendations.</p> <p>The district has not implemented any type of support staff evaluation system. It is imperative that all support staff, K-12, be required to participate in a defined evaluation system. Creation of this process must be done during year one of the grant with implementation in year two and three.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>Begin work with outside evaluation team, /Administrators/ January, 2011</p> <p>Training for Board and staff, /Administrators, Board Coach and Transformation Leader/ May, 2011.</p> <p>Incentive system created/ Labor-management task force/ May, 2011.</p> <p>Pilot incentive system/ Administrators/ Sept, 2011 – May, 2012.</p> <p>Research additional funding streams to support teacher incentive system/ School Improvement Team/ May, 2012.</p>
<p>Resources:</p> <p>SOPPAS, Labor-management Task Force, Materials for staff and board training, SIG funds</p>
<p>Milestones/Assessment/Evidence:</p> <p>Teacher Incentive system piloted/Administrators/ Sept. 2011</p> <p>Board and staff education complete/ January, 2012.</p>

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.</p> <p><i>This is a required part of this federal grant and all related expenses are figured into the main overall OPI Budget for SIG. The SIG provided PIR Days for staff were significantly more than the Pryor budget request. The SIG will fund the professional library requests at \$1,000 per year.</i></p>	HS Principal Stands and Supt. Walker	July 2010	June, 2013
<p>Describe any strategies to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction). (Add rows as needed to use a separate row for each specific activity or strategy.)</p> <p style="text-align: center;">District Wide:</p> <p>A professional development committee will be developed consisting of teachers and administrators who will research, survey staff needs, analyze student assessment data and propose a professional development plan. This plan will be submitted to the School Board for annual approval.</p> <p>Staff will be provided technical training for the use of a) Internet, b) <i>PowerSchool</i> software, c) smart boards, d) photo copiers, e) laminate machines, and f) phone equipment. Improved use of technology system and equipment in place will help improve staff efficiency, motivate students and improve instruction.</p> <p>Teachers and Support Staff will receive training in classroom management, Montana Essential Learning Expectations, cultural sensitive awareness, trauma informed schools, developing professional learning communities and effective teaching strategies.</p>			

Board members, administrators and teachers will receive training in data driven decision making and professional standards for board members.

Teacher and Principal evaluation system - Administrative and teacher instruction on the SOPPAS evaluation system./ OPI/ November, 2010

New Teacher Orientation: Teachers new to the district will be given a tour of the district, introduced to other all staff and given culturally sensitivity training.

Individual Professional Development Plan will be incorporated in year two as part of the SOPPAS system./ Administration and teachers/ Sept. 2011. Include teacher site visits to neighboring districts with effective models of teacher practices observed.

Research and develop sustainability plan – School Improvement Team/ Jan., 2012 – Sept., 2012. Develop sustainability plan for ongoing budget supporting job embedded professional development.

Administration

School Board Professional Development will begin/ Superintendent, School Board Coach and Montana School Board Association/ September, 2010. Topics will be prioritized by board members and district superintendent. Individual Professional Development will include the opportunity for administrative site visits to neighboring districts with effective models of administrative practices observed.

High School Administrative Coaching, creating positive behavior climate – one-on-one coaching with MBI coach/ Dale Anderson & Principal Stands/ August, 2010.

Professional Development library - will be selected by administrators to support administrative professional development.

Elementary

K-6 grade teachers: These teachers will receive reading literacy training in the Imagine It comprehensive reading program, August 23 and 24th, 2010.

K-6 grade teachers: These teachers will receive professional training in *Everyday Mathematics* from the National American Indian, Alaskan and Hawaiian Educational Development Center (NAIAHEDC).

K-6 language arts: Teachers will receive reading literacy training in *SRA Corrective Reading*, July 21-22, 2010.

Math Recovery Specialist: This teacher will receive *Math Recovery* training from NAIAHEDC.

Professional Development library - will be selected by elementary instructors to support professional development.

Middle and High School

7-12 grade language arts teachers: These teachers will receive reading literacy training in *SRA Corrective Reading*, July 21-22, 2010.

English/Language teachers of grades 7-12: These teachers will be provided professional development for McDougal-Littell core and Bridges to Literature intervention programs.

Math teachers of grades 7-12: These teachers will be provided professional development for the core programs Algebraic Thinking, for 7th and 8th grades, and Carnegie Math, for 9th through 12th grades. Teachers will also have training in the KEAs and Bridges to Algebra programs for the Foundations intervention in 9-12th grades.

Nova Net: Teachers and Support Staff assigned to a section will receive instructional training.

The OPI is looking into an appropriate support for credit retrieval.

Read 180: Teachers and Support Staff assigned to a section will receive instructional training.

This program is in conflict with the current program implementation and as such is not fundable.

Professional Development library - will be selected by elementary instructors to support professional development.

<p>How will the professional development be designed with input from school staff?</p> <p>To accommodate teacher knowledge and skill levels, building principals will conduct a staff survey to assess each member's level of expertise of those technical items listed above. The professional development committee will survey staff seeking input for trainings that staff would like to see offered. In addition, as class scheduling will affect areas of needed professional development, teachers will need to agree upon class schedules. Goal setting for individual professional development will be part of the teacher and principal evaluation system and incorporated during second year of grant. Model teacher resource pool will be developed by staff members for on-going collaboration.</p>
<p>What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?</p> <p>District funds have been allocated to professional development and the district has personnel with expertise that will be able to training, or contract with other organizations for professional development in needed areas. In addition, OPI Curriculum and Instructional Leaders will provide expertise and needed professional development in designated areas.</p>
<p>What barriers exist to implementing these professional development strategies and how will these be overcome?</p> <p>Some barriers might include curriculum alignment, staff resistance, lack of monitoring of teacher instruction, limited student and staff assessment, unavailable personnel, sufficient professional development, and inadequately allocated resources. With adequate time, and sufficient allocated resources, these barriers will be diminished with sufficient and effective professional development.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>See program descriptions above for action items, responsibilities and timelines. Superintendent , the building principal, and OPI Curriculum and Instructional leader will need to schedule and monitor program fidelity./ongoing</p> <p>Staff will review progress of program implementation through data analysis meetings./ongoing</p>
<p>Resources:</p> <p>School personnel, OPI, The Native American Indian, Alaskan and Hawaiian Educational Development Center in Sheridan.</p>
<p>Milestones/Assessment/Evidence:</p> <p>Evidence that teachers have been trained would be indicated by their knowledge of each student's beginning reading and math level. This is for the 1st year, we will need to review this annually, maybe monthly in this first year. Superintendent and building principals will need to be responsible for monitoring. Professional Development Advisory Team established/ May, 2011/ Board Adoption of Professional Development recommendations annually.</p>

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<p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p> <p>This will need to be further developed through collaboration with OPI, MEA-MFT and the local Labor/Management Team and may be considered. A plan needs to be developed before any funding can be approved. (Mentoring is a requirement for Title I and 10% needs to be spent on professional development.)</p>	Supt. Walker, Board and Princ. Stands	August, 2010	May, 2013
<p>Describe the ways in which staff will receive financial incentives for achievement gains at this school. This will be completed by the statewide labor management task force established in the Memorandum of Understanding. When completed, incentive methods will be released.</p> <p>The district will develop a teacher mentorship program where selected experienced teachers support teachers new to teaching and/or new to the district. Stipends will be earned by participating teachers.</p> <p>Staff newly hired to the district will be given additional work days with pay, prior to the beginning of each school year. Elementary teachers and core high school teachers will be given two additional paid work days. Core teachers in all grades will also be granted professional development days for curriculum training. High school vocational teacher will be granted five additional work days to prepare syllabi, classrooms and curriculum alignment.</p>			
<p>Describe the ways in which staff will be provided opportunities for promotion and career growth. School leadership teams will be established with successful teachers as representatives on these teams. Mentors will be selected to support beginning and teachers newly hired to the district.</p>			
<p>Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented. Teachers newly hired are paid for additional preparation days and training days prior to the beginning of their first days teaching in the district.</p> <p>This was done for the 2010 SY.</p>			
<p>How will the district actively seek to retain staff with the skills needed to make achievement gains at this school? Professional growth opportunities will be offered to individuals for teacher leadership teams to incorporate their expertise in a bottom-up, teacher driven model of school improvement. Teacher leaders will be reimbursed for their additional time requirements through stipends from school improvement efforts and teacher mentorship programs.</p>			
<p>What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model? With the awarding of funds from this grant request, the district will have additional funds to provide monetary incentives funding additional preparation days, and teacher mentorship program supporting the recruitment of new teachers and better meeting of the needs of students in a transformation model.</p>			
<p>Action Steps/Person responsible for each step/Date each step will be done: 1. Teacher incentive program based upon achievement gains will be crafted by the Statewide, labor management task force with teacher and administrative input. OPI and Labor Management Task Force/ May, 2011.</p>			

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<p>2. Newly hired teachers paid for additional working days prior to the opening of school for orientation, professional development, classroom preparation and studying of the curriculum. Pryor Administration/ August, 2010.</p> <p>3. Teacher Mentorship program developed. Pryor Administration/ January – May, 2011.</p>
<p>Resources: Budget, present staff, OPI, SIG funds</p>
<p>Milestones/Assessment/Evidence:</p> <p>1. Task Force formed, July, 2010.</p> <p>2. Teacher evaluation system completed, August, 2010.</p> <p>3. New Teacher Mentorship program developed, May, 2011.</p> <p>4. Teacher Incentive system adopted, July 2011.</p>

(1) Developing and increasing teacher and school leader effectiveness.

(ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (optional)</p> <p>This is a not a requirement of this federal grant (check other plans).</p>	Principals Walker and Stands	July, 2010	May, 2013
<p>Describe any additional compensation that will be provided to attract and retain staff.</p> <p>Extended paid school year – Teachers hired new to the district will be given additional paid days prior to the beginning of school for improved orientation and instruction related preparation.</p> <p>Teacher mentorship program – With Title I resources, funds are allocated toward a teacher mentorship program. The district will allocate necessary funds and direct observation tools to evaluate the effectiveness of this initiative.</p> <p>Substitute teacher incentives – Methods will be researched and proposed to school board to attract and retain qualified substitute teachers and support staff. Recommendations will be proposed to school board.</p>			
<p>What capacity does the district have to implement new compensation?</p> <p>With the acceptance of these proposals on this grant request, the school will have additional monetary resources to fund proposed incentives to attract and retain staff.</p>			
<p>What barriers exist to implementing new compensation and how will these be overcome?</p>			
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>1. Extended paid school year to newly hired school teachers. July, 2010 – August, 2012.</p> <p>2. Initiate effective teacher mentorship program/ Administration/ Autumn, 2010.</p> <p>3. Research methods to attract and retain qualified substitute teachers and support staff/ Administration/ Fall, 2010.</p> <p>4. Propose to School Board incentive changes recommended for qualified staff retention. January, 2011.</p> <p>Any incentive program must be developed within the Labor/Management Team and then approved by the State Review Team.</p>			
<p>Resources: Title I funds, General funds, SIG funds</p>			

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Milestones/Assessment/Evidence: New teachers recruited/ August, 2010. Staff retention percentages compared to past years/ June, 2011.
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Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Instituting a system for measuring changes in instructional practices resulting from professional development. (optional)			
Describe the system for measuring changes in instructional practices resulting from professional development.			
What capacity does the district have to implement the new system for measuring changes in practice?			
What barriers exist to implementing a new system for measuring changes in practice and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. (optional)			
Describe the process for ensuring that a school will not be required to accept a teacher without the mutual consent of the teacher and principal.			
What capacity does the district have to ensuring mutual consent?			
What barriers exist to implementing mutual consent and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. Budget narrative not supported by the following sections. The OPI is providing on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance.	Board, Administration, OPI, Core curriculum teachers	August, 2011	August, 2013
Describe how the district will use data to identify an instructional program that is research-based. Data trends from state tests, district tests and staff surveys, were analyzed and discussed in order to identify major areas of strength and areas of concern. As a result of the review of all district data, achievement and otherwise, the district has agreed to implement research based instructional programs recommended by the Office of Public Instruction, including Algebraic Thinking, Carnegie Learning Blended Curriculum, and Corrective Reading, Bridges to Literature, and McDougal Littell Literature. Certified math and reading staff participated in the Survey of Enacted Curriculum (SEC).			
Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next. Curriculum specialists from the Montana Office of Public Instruction have aligned the newly acquired instructional programs in reading and math to the Montana State reading and math standards. Access to the core content reading and math standards is available on the Montana Office of Public Instruction website. Staff will participate in professional development and curriculum alignment to ensure that Montana ELEs are being addressed and assessed within each grade level in required subject areas. The newly adopted Elementary math programs will be evaluated to ensure vertical alignment with OPI selected math curriculum at the middle school level.			
Describe how the district will ensure that the instructional program is aligned with the Montana essential learning expectations. See Above. The state curriculum specialists have aligned the research based instructional programs to the Montana essential learning expectations. Additionally, OPI has provided all staff with pacing guides to support the implementation of the program. Instructional staff will participate in professional development and implement ELEs helping to tailor pacing guides if needed.			
What capacity does the district have to identify and implement an aligned research-based instructional program? All district leadership positions have been hired and are in place. These positions include High School Principal, Elementary Principal, Special Education Director, and Superintendent. Certified staff, along with support of on-site technical consultants, is responsible and qualified for the successful implementation of the research-based instructional program and curriculum alignment. In addition, the OPI is providing on-site job-embedded professional development and staff support, and are figured into the main overall OPI budget for SIG.			
What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome? Implementation of the new instructional program with fidelity is not solid at this time. The administrative staff will need additional support in their role as instructional leaders. In order to accomplish fidelity, certified reading and math staff will need this ongoing support to effectively implement the new programs			

and the instructional strategies. The OPI Instructional Coach will be integral to the success in reaching this target.

Placing students based on placement assessment; flexibly grouping with ongoing monitoring on areas of need; and getting staff to embrace instructional strategies and formative assessment will require consistent placement procedures, staff knowledge of how to group students based on assessment data, and staff confidence and knowledge in assessment information driving instruction. The administrative team will require additional training and support in data analysis and placement procedures.

The staff development time that has been created on a weekly basis in the elementary and monthly in the middle and high schools. This embedded professional development time will assist all staff in collaboration on these topics. Monitoring by administration and the OPI instructional coach will provide additional support for reading/language arts and math staff. Through classroom observations, staff development prior to the start of the school year and coaching support the staff will garner support. This will also assist staff in acquiring program fidelity.

Another barrier is making sure the necessary technology is available for implementation of the new instructional programs. The middle and high school students will receive new computers with the acceptance of this grant. It is imperative that technical support be also provided with the purchase of the necessary technology. The district has a full-time IT position devoted to this infrastructure. Additional support may need to be assigned to support the IT staff in data collection and website updates. The middle and high school students have not had sufficient access to computers in a lab setting or a sufficient number of up to date computers in the library. Purchasing these computers will assure effective implementation of these programs.

Action Steps/Person responsible for each step/Date each step will be done:

School Improvement teams collected and analyzed data sources; School Improvement Teams: 2006 to present, ongoing.

Acquisition of new math and language arts programs; Jean Howard and Kristine Goyins OPI Curriculum Specialists; June, 2010

Math and language arts staff and special education staff training; Textbook Consultants and Courtney Peterson; on-going 2010-11.

Math Recovery and Everyday Math Training/ Center for Native American Education/ Ongoing 2010-11.

Hire and educate 1 FTE K-12 Reading specialist to implement Corrective Reading and create schedule flexibility./ Administration/ December, 2010.

Throughout the year, all staff will meet weekly (elementary) or monthly (high school) to discuss instructional strategies, data, etc.; OPI instructional coach, outside consultants; Ongoing throughout the school year.

Resources:

Staff, general budget, Special education and Title I funds, AIMSweb, NovaNet, technology available for all staff to access student achievement data,

MARS data link on the Montana Office of Public Instruction website,

Materials necessary to implement the new instructional programs (texts, computers, etc.)

Montana State math and Reading Essential Learning Expectations for grades 7-12

Milestones/Assessment/Evidence:

Acquisition of new program materials; Jean Howard and Kristine Goyins (OPI Curriculum Specialists); Prior to the start of school on August 26, 2010

Completion of staff training in the new programs through OPI and in-district staff development; Outside Consultants, OPI consultants; Prior to the start of school on August 26, 2010

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Ongoing monitoring of weekly staff development sessions; Administrative input and monitoring; Ongoing throughout the school year.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>SIG staff will work with other OPI units as needed. The OPI will provide ongoing resources and professional development for the 3-year implementation plan of the RTI model. Year 1 activities including implementation of core curriculum of reading, math and intervention programs. Additional activities will include differentiated instruction, progress monitoring, and formative assessment of instruction. SIG funding could be used for the additional FTE for K-12 Reading Specialist (see comment below).</p>	Curr/Instr Leader, Principals, Teachers	Aug 2010	On-going
<p>Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>a) Individual instructional plan for each student, specifically: Grades 7-12 “Graduation Plan”, Grades K-6 : “Goal Setting Plan.”</p> <p>b) Begin training and planning (1st yr) to implement a Response to Intervention (RtI) system for reading & math K-12. Combine various data sources into one monthly student report including all available data sets (i.e. Star math and reading, AIMS, attendance, discipline, current grades, updated quarterly classroom achievement reports, benchmark tests, placement tests, MontCas assessment...).</p> <p>c) Assessment Committee develops a data reporting system for all core & support teachers.</p> <p>d) documented lesson re-planning for differentiated instruction in core subjects,</p> <p>e) Assessment committee chaired by newly hired “At-risk coordinator,” identifies and implements regular on-going formative, interim, and summative assessments.</p> <p>f) before or after school tutoring provided for identified, at- risk students.</p> <p>g) Professional Development on specified formative and summative assessment techniques.</p> <p>h) Form an Administrative Leadership team in each building to monitor student data on a monthly basis. Updated student data will be presented at each of these monthly meetings.</p> <p>i) develop a family outreach procedure to contact at-risk students and their guardians with current school progress reports and available interventions.</p>			
<p>What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction?</p> <p>Addition of curr/ instr leader position, existing summative test data for several years, available data from Star Math & reading, last year’s AIMS web data, in-place collection of attendance & disciplinary data, built-in assessments for most curriculum adoptions.</p>			
<p>What barriers exist to using student data to inform and differentiate instruction?</p> <p>Consistency across core curriculum, undeveloped systematic data collection and lack of fidelity to following procedures, overcoming any staff unfamiliarity or resistance to a continuous, data-driven process. Grant acceptance will provide for 1 FTE At-Risk Coordinator to identify, track, develop differentiated strategies for At-risk students.</p> <p>This position could be funded if further developed and include a job description of actual duties as it relates to</p>			

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Reading and Data. This position could possibly be combined with the reading specialist listed in the previous section.

Action Steps/Person responsible for each step/Date each step will be done:

- A. Goal Setting in grades K-6/ Elem. Principal Walker & Elementary Classroom teachers/ March 2010.
- B. Utilize placement and curriculum based assessment systems (i.e. AIMS Web, Corrective Reading, etc.)/ Instructional staff/ Oct. 2010.
- C. Grades 7-12 Graduation Plan/ HS Principal Stands & School Counselor Bartholomew/ March 2010.
- D. Assessment Committee develops data-reporting system/ FTE "At-Risk Coordinator," Counselor S Bartholomew, C Nicholson/ January 2011.
- E. Documenting differentiated instruction in lesson plans/ Principals/ May 2011.
- F. Assessment Committee reviews assessment options and revises if needed. May 2011.
- G. Assessment committee teams helps set professional development goals and provide prioritized professional development in assessment areas. May 2011, 2012, and 2013.
- H. Before/After school tutorial program is implemented/ Administration/ January 2011.
- I. Form an administrative team to identify At-Risk students and identify possible intervention strategies. Assessment Committee and selected staff/ Mar. 2011.
- J. Implement Home/school intervention strategies for at-risk students. Mar. 2011.

Resources:

Existing data indicated, strong staff interest in improving program, previous work of school improvement team. Aimsweb assessment, program benchmark tests, classroom formative & summative assessments, criterion reference tests.

Milestones/Assessment/Evidence:

Begin 2010 with extensive in-service and baseline student assessment effort, maintain documentation including individual data portfolios and differentiated instruction planning. This is a critical activity for substantial program improvement. It is also the area where the most new resources including staff, new curriculum materials, training and OPI support are the most focused for the School Improvement grant. The key issue will be early identification of assessment tools and intervention strategies and commitment to follow-through on the processes indicated.

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. (optional) The OPI will provide supports for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance. The OPI will provide ongoing resources and professional development for the 3-year implementation plan of the RTI model. Year 1 activities including implementation of core curriculum of reading, math and intervention programs. Additional activities will include differentiated instruction, progress monitoring, and formative assessment of instruction.	Building principals and Curriculum & Instructional leader	October, 2010	May, 2013

<p>Describe how the district will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.</p> <p>Systematic monitoring system will be developed and implemented throughout this three year project timeline. Principals and Curriculum Instructional Leader will research fidelity monitoring options, record observations and teacher feedback on a regular basis. On-site, individual professional development will be provided to ensure program fidelity. Peer coaching system will also be integrated into our on-site professional development plan to help ensure program fidelity and improve district capacity. After year one of directed student placement the staff will use data to utilize the RTI system to place students into intensive, strategic intervention, or the core curriculum.</p>
<p>Describe how the district will determine that the curriculum is having the intended impact on student achievement.</p> <p>Fidelity measurements will be compared to ongoing student formative assessments being used.</p>
<p>Describe how the district will ensure that the curriculum is modified if found to be ineffective.</p> <p>Fidelity measurements and student outcome indicators will be compared by members of the assessment committee, administration and technical support staff. Observations based on these multiple data sets will be recorded. Ongoing student outcome data will be compared to baseline measurements collected previous to or at project onset. Curriculum decisions will be made after fidelity of implementation is demonstrated.</p> <p>In addition, individual professional development will be provided as needed to not only ensure program fidelity but also improve teaching effectiveness.</p>
<p>What capacity does the district have to ensure that the curriculum is being implemented with fidelity, is having the intended impact, and is modified if ineffective?</p> <p>The district is developing accountability procedures to maintain consistent staffing and work ethics. In addition, with support of technical consultants, the district is developing a wider use of student outcome data, and improvement in the ability to archive and draw observations based upon this data. The district recently purchased and trained staff with Power School student data recording system. In addition, the district is seeking an additional Communication Arts teaching position be funded with this grant request to help create more flexible scheduling and dedicated professionals to critical portions of our professional development plan. With the help of multiple measurements, improved record keeping, increased staff accountability, and shared responsibility, the district is more able to monitor the fidelity of curriculum implementation.</p> <p>Student data will be the deciding factor of program success. Formative and summative assessments will be indicators of student impact. After the programs have been fully implemented teachers will assist the Curriculum and Instructional Leader in aligning the standards with the district curriculum.</p>
<p>What barriers exist to ensuring that the curriculum is implemented with fidelity and is effective and how will these be overcome?</p> <p>Although trained, technology skills are still lacking among some staff members. Additional time and training should help to remediate this. In addition, online data storage systems are unreliable due to internet efficiency out of the control of the district. Options are being researched to develop better data storage capacity on site.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <ol style="list-style-type: none"> 1) Professional development for teachers and acquiring of necessary curriculum materials/ OPI Team and Building Principals/ October 2010. 2) Continue onsite professional development with new materials and instructional packages./ Instructional Coordinator, building administration/ Oct. – Dec 2010. 3) Choose implementation monitoring tools. Instructional Coordinator and Building Principals/ Nov – Dec. 2010. 4) Document program fidelity indicators. Nov – May, 2011. 5) Improve on-site professional development based upon fidelity indicators and student outcomes. Nov –

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May, 2011. 6) Instructional Team begins annual analysis of fidelity indicators and student outcome data. May, 2011.
Resources: General budget, current staff, technical consultants, SIG funds
Milestones/Assessment/Evidence: 1) Professional Development complete for newly selected learning materials./ Teacher Perception Survey completed./ Attendance records to professional development offerings. 2) Implementation monitoring tool utilized./ Fidelity observations collected and reviewed./ Fidelity data records.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a school wide response to instruction/intervention (RTI) model. (optional) The OPI will provide ongoing resources and professional development for the 3-year implementation plan of the RTI model. Year 1 activities including implementation of core curriculum of reading, math and intervention programs. Additional activities will include differentiated instruction, progress monitoring, and formative assessment of instruction. Even though you don't designate this as one of your activities, the OPI will provide on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period.			
Describe how the district will implement an RTI model at the school. Include a description of all tiers of instruction/intervention, the core curriculum for Tier I, the interventions and progress monitoring tools for Tier II, and the process for selecting interventions for Tier III. Include a description of the current status of RTI as well as enhancements/extensions to the model through this application.			
What capacity does the district have to fully implement a school wide RTI model?			
What barriers exist to fully implementing RTI and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

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Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content. (optional)			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment.			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to ensure that limited English proficient students acquire language skills to master academic content.			
What capacity does the district have to provide additional supports for students with disabilities and/or limited English proficient students?			
What barriers exist to providing additional supports for students with disabilities and/or limited English proficient students and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Using and integrating technology-based supports and interventions as part of the instructional process. (optional) The OPI will contract with outside consultants associated with the statewide SLATE grant to provide ongoing training and technical assistance for staff technology needs. The OPI SIG will fund up to \$45,000 for technology infrastructure and additional supports.	Supt. Walker & Princ. Stands	August, 2010	June, 2013
Describe how the district will integrate technology-based supports and interventions as part of the instructional process. Scientifically based core curriculum programs have been identified in communication arts and mathematics, each requiring integrated use of technology-based supports. A technology audit was completed by the Office of Public Instruction which also identified specific areas for technology improvement to maximize student achievement. Our plan is to phase in these recommendations over a three year period provided by this grant opportunity and provide improved technology-based supports for student achievement. In addition, audit does not include educational software and hardware to enhance			

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<p>learning opportunities (i.e. Smart Board technology, computer projectors, etc.). Not only would we like to remediate existing technology infrastructure by implementing technology audit, we would also like to allocate additional resources to integrate additional technology supports into the classroom.</p>
<p>What capacity does the district have to integrate technology-based supports and interventions?</p> <p>Teachers are being trained on technology requirements needed to support student learning within our adopted curriculum. The district has employed one full time computer systems technician and contracts with nearby technology support company contracted for support as needed. In the past school years, our district has made regular use of DIBELS reporting systems, AIMS Web and Star math, each requiring technical skills of the teachers and data base management. A curriculum and instructional leader has been hired by the Office of Public Instruction to help implement technological and instructional improvements.</p>
<p>What barriers exist to integrate technology-based supports and interventions and how will these be overcome?</p> <p>Many of our computers are outdated and need replacement with faster and more powerful systems that minimize classroom space. Professional development has not been specific toward improving technology skills of staff. Computer systems are unreliable and archaic. School loses internet connectivity throughout the day. Systems are not compatible with each other. For example, newer computers are incompatible with Power School. Our current staff has been unable to develop an efficient technology system, needs additional technical support from outside consultants and increased professional development. Not only are hardware needs a concern, software incompatibility and systems disintegration needs to be removed as a definite barrier to improving technology supports for learning and operational efficiency.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done (See enclosed Technology Audit completed by Office of Public Instruction) :</p> <ol style="list-style-type: none">1) Develop a technology advisory committee to prioritize staff technology training, audit professional capabilities and computers systems, and create a school-based three –year technology improvement recommendation./ John Dust, Technology Coordinator and Supt. Walker/ December, 2010.2) Contract with technical consultants to eradicate server and online difficulties./ John Dust and Supt. Walker/ March, 2011.3) Resolve Wifi difficulties between school buildings to improve broadcast service, educational opportunity and operational flexibility. / John Dust and Supt. Walker/ May, 2011.4) Replace student file server (per OPI technology audit).5) Replace 110 student computers over a three year period. Due to small classroom space available, we would like to begin with laptop computer labs high school math. We will need a minimum of 25 laptops just to begin implementation of our new math curriculum and others needed across the district as well. (per OPI technology audit).6) Replace all power protection units: 6 large and 10 small.7) Replace all teacher desktop computers with business quality laptops or desktop over a period of three years.8) Upgrade operating software, productivity software and educational software to improve operational efficiency and educational opportunity.9) Upgrade computer hardware to improve educational opportunity including: Smart Board technology in applicable classrooms and projectors if Smart board technology is not desirable.10) Include Professional development with all computer software improvements.11) Upgrade printing possibilities to publishing quality printers for high school Communication Arts, newspaper publishing program.
<p>Resources:</p> <p>Full time technology coordinator, existing school computer network, OPI technology audit, contracted services from local technology funds from general budget, Gear Up funds.</p>
<p>Milestones/Assessment/Evidence:</p> <ol style="list-style-type: none">1. Technology Audit completed./ Documentation in Stakeholders hands/ August, 2010.2. Three year technology plan is developed with technology advisory committee input./ Plan presented to School

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Board/ January, 2011.

3. New computer hardware and software purchased during three year program period to support technology based instruction./ Teacher surveys and technology survey/ May, 2011 and May, 2012.

4. Staff proficient in computer use and technology skills required for instructional programs and Power School documented on teacher evaluation system./ Principals Walker and Stands/ May, 2011.

5. Technology Advisory Committee meets regularly and provides minutes to Board and staff/ John Dust and Supt. Walker/ June 2011, 2012, 2013.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (optional)</p> <p>The OPI will work with the district and other SIG schools to identify appropriate credit recovery supports and pay for existing staff to provide services beyond their existing hours. The OPI will assist the district in identifying alternate resources within the current district budget and alternate strategies to address concerns voiced in the budget narrative.</p>	Supt. Walker & Principal Stands	Sept., 2010	May, 2013
<p>(1) As applicable, describe how the district will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.</p> <p>In Pryor Schools we use the Nova Net Credit Recovery System. Accepting the School Improvement Grant has overextended our current certified teaching staff, impinging on our ability to adequately monitor this credit recovery system. It is our plan to hire an additional teacher's aide to help monitor the Nova Net program with certified teacher oversight. SIG funds will hopefully be granted for this full-time teacher's aide position. We also believe a stipend should be granted to the certified teachers overseeing their subject areas and requests SIG funds to pay this stipend.</p> <p>In addition, our staff would like to include advance courses from Montana Digital Academy and foresees integrating this online delivery within our Digital Classroom. Some of our high school students have been identified for dual credit courses with Montana State University and are completing these online classes in our digital classroom. Providing for the adequate staffing of the digital classroom, online instruction in Nova Net, dual credit courses and Montana Digital Academy will help increase rigor, smooth transitions and support low achieving students.</p> <p>Integrated, interdisciplinary, thematic-based instructional resources, embedded in core curriculum classes, will serve as a viable offering for increasing rigor and authentic educational opportunities. Our staff members would like to have designated funds allocated to incorporate successful programs into our existing programs such as the Audubon Naturalist in the School Project (ANTS), Jason Project, Engineering in the Schools, Museum of the Rockies (and others locally based) thematic units and traveling trunks, Project Wet, NASA education, Project Native Waters, Project Archaeology, etc.</p>			

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<p>Designating specific funds for these integrated thematic units will help serve to improve offerings for advance coursework and increase rigor in our curriculum. Criteria will be developed prioritizing programs selected based upon student academic needs and staff professional development needs.</p> <p>The OPI is providing on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance.</p>
<p>(2) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.</p> <p>Summer School opportunities will be offered with specific transition classes geared toward academic success in the high school.</p> <p>The OPI is providing on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance.</p>
<p>(3) As applicable, describe how the district will increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.</p> <p>Full implementation of Nova Net Credit Recovery program will help increase graduation rates by integrating acceleration of basic reading and math skills. Thematic based artist in residence project utilizing performance based assessment will help re-engage students, integrate basic skills in the performance arts, motivate students and increase attendance and graduation rates.</p> <p>We would like to enhance graduation and attendance rates, as well as increase rigor in our curriculum with the advent of thematic based, authentic learning educational programs that require increased educational funds. To re-engage the 5-6th grade students in our elementary science program we will provide opportunity for involvement with the Audubon Naturalist in the School Project (ANTS). Through this program, Pryor 5-6 grade elementary students, transitioning to middle school, will have the opportunity to be involved in a more rigorous; project based year-long science experience. In addition, we would like to utilize Montana Arts Council Roster artists in developing intensive, district-wide, history, communication arts, and musical and performance art experiences involving all students and supporting low achieving students in thematic based classes. Objectives will be to eliminate any perceived barriers between schools - easing transitions for students, increasing rigor in the communication arts and sciences, provide thematic based instruction in middle and high school, support low achieving students in performance arts enhancing the communication arts curriculum, increase student motivation and attendance.</p> <p>It is unclear how this relates to the budget.</p>
<p>(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p> <p>An administrative team will be formed to develop an Early Warning System for At Risk students and effective intervention strategies. Using Power School, a data warehouse will be created including behavior, attendance, classroom and academic records. Additional staff time and professional development will be needed to create this early warning system and develop appropriate intervention strategies.</p>
<p>What capacity does the district have to implement the above-described strategies?</p> <p>Teachers have volunteered to implement transition measures and artists in schools projects. Nova net classroom has been set up and available teacher aides designated to cover extended on-line classes for this transition period. Power School has already been purchased and supported with professional development. The awarding of this grant request will help to properly staff this digital classroom with a full time classroom aide and supervising teacher.</p>
<p>What barriers exist to implement the above-described strategies and how will these be overcome?</p> <p>Insufficient funds for enrichment, Nova-Net support, increasing support for transitioning students. Inadequate staff time has not yet been allocated to develop an early warning system.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>1. Develop an at risk student early warning system by using Power School and adequate staff release time./</p>

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<p>Pryor Administration/ Dec. 2010.</p> <p>2. Contract with outside services to provide Naturalist in the Schools Project, in class artist in residence program. /Pryor Administration/ October, 2010 – May, 2012.</p> <p>3. Create Digital Classroom staffed with supervising teacher and classroom aide/HS Principal/Sept. 2010.</p> <p>4. Register students for digital classes in Nova Net, Montana State University and Montana Digital Academy/ HS Counselor/ Sept. 2010 – May, 2013.</p> <p>5. Teacher's Aide hired for Digital Classroom./ School Board/ October, 2010.</p>
<p>Resources:</p> <p>General Budget, existing staff, current computer system, SIG funds, Special Ed Co-op.</p>
<p>Milestones/Assessment/Evidence:</p> <p>1. Digital classroom staffed and serving students./ High School Schedule/ Student transcripts, attendance and staff schedules.</p> <p>2. Administrative team develops data driven early warning system/ Student numbers identified and served/ Placement records and/or meeting minutes.</p> <p>3. Contracts with Audubon and Montana Roster Artists./ Students served by integrated programs/ Budget, attendance records, teacher and student evaluations.</p> <p>4. Student schedules recording Nova Net, Dual Credit or Montana Digital Academy Courses/ Participation and completion records/ Student transcripts.</p> <p>5. Additional enrichment and/or authentic learning programs (i.e. Jason Project, NASA educators, Project Archaeology, etc.) are selected, purchased and staff provided needed professional development if necessary./ Class observations/ Lesson plans</p>

(3) Increasing Learning time and creating community-oriented schools

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A).</p> <p>Current schedule does not reflect following narrative.</p>	Supt. Walker and Principal Stands	6/30/2010	10/25/2010
<p>Describe how the district will establish schedules and strategies that provide increased learning time for instruction in core academic subjects.</p> <p>1) The entire school day will be lengthened by one hour.</p> <p>2) Classes in core subjects will be increased from 50 minutes per period to 60 minutes per period. Additionally, teachers will receive training that will ensure that students are engaged and productive during the entire period. This training will include not only the core subject teachers but the special education teacher as well.</p> <p>3) Disruptions will be eliminated and school activities will be scheduled in such a way as to protect and maximize learning time. This involves creating new policies and a master schedule of events for the entire year.</p> <p>4) Extending the school day alternatives will be implemented: Struggling students will be identified early and will be scheduled to receive additional help before and/or after school with the addition of tutors. Saturday School and/or summer school extensions will also be implemented. Transportation will be provided for after school programs.</p> <p>5) Common staff planning time will take place from 8-9am. Student classes will begin at 9 am.</p>			

6) Alternative schedules may need to be constructed to increase staffing and student scheduling flexibility. In addition, with the addition of a K-12 Reading Specialist, a more flexible schedule will allow some Professional Learning Communities to meet during regular school hours. This revised schedule will be preferably phased in second semester of school year 2010-2011. With the hiring of an additional K-12 Communication Arts teacher allows improved scheduling to increase time needed for corrective reading instruction and remediation in unsupported academic areas. This additional FTE will also allow us to create some scheduling freedom to form additional Learning Communities or curriculum committees that meet during school hours.

7) Common Core Planning time will take place in the elementary three hours each week and 3.5-hours on monthly early out days. High school common core planning time will take place 3.5 hours monthly on early release days and in volunteer groups after hours. In addition, in designated high priority professional learning communities meeting after hours, staff will be monetarily reimbursed for their extra time on a monthly or bi-weekly basis (i.e. MBI, School Improvement, Assessment/At-Risk intervention teams).

Describe how the district will establish schedules and strategies that provide increased learning time for instruction in other subjects and enrichment activities.

Plenty Coups High School is a small school with one instructor per subject area. To avoid multiple scheduling problems, the school improvement team decided to:

- 1) Increase the length of the period in other subject areas to 60 minutes to coincide with the time established for the core subjects.
- 2) Enrichment activities will occur after school through Math Club, School Newspaper and Annual Club, Science Club, FFA, BPA, etc.
- 3) In addition after school, weekend trips and travel to competitions will be scheduled during the school year.
- 4) Summer enrichment, credit-recovery and transition programs will be offered.
- 5) Before and/or afterschool tutoring will take place.
- 6) Add 1 FTE mid-year to increase scheduling flexibility allowing for increased Professional Learning Community time.

Describe how the district will establish schedules and strategies that provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

To increase common planning time:

- 1) All teachers K-12 will have the same preparation period at the beginning of each day.
- 2) Electronic communication systems will be utilized by staff including email and Google Documents, allowing teachers virtual access remotely to common planning documents and collaboration from home.
- 3) Individual professional development will be scheduled as needed during the school as much in advance as possible. Teachers will be allowed semi-annual site visits to partner and observe neighboring classroom demonstrating effective teaching practices.
- 4) Qualified substitutes will be recruited from the Billings Schools District pool allowing teaching staff to participate in common professional development or longer planning periods when required.
- 5) Early release days will be scheduled one day each month for intensive, 3.5 hours of targeted professional development or designated team collaboration time.

What capacity does the district have to establish schedules and strategies that provide increased learning time?

The district has access to people and resources to establish schedules and resources to provide increased learning time. It has an administration and teaching staff that is committed to improvement. The issuance of School Improvement Grant monies will enable the district to reimburse staff for increased working time. The School Board meets monthly and supportive of approving the restructuring of the school calendar to accommodate increased collaboration, increased student contact time, early release day once a month and increased professional development time.

What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?

- 1) Parent support for increased student attendance needs improvement.
- 2) Teachers need training on how to increase active instruction and effective student learning, increasing student on-task behavior, and effective use of increased class time periods.
- 3) Tutors are presently not hired or trained for any after school support provided to students.
- 4) The substitute teacher list is too short for continued use of effective substitute teachers.
- 5) Bus schedules need to be revised.
- 6) Appropriate policies or practices need to be identified and approved to minimize disruptions, address student absenteeism and tardy rates, identify at-risk students, recruit and train effective tutors and substitute teachers.
- 7) Staffing demands hinder Professional Learning Community time.

Action Steps/Person responsible for each step/Date each step will be done:

Action Steps	Person Responsible	Date
1. Revise class schedule	Ed Wiest & School Improvement Team	6/8/2010
2. Approve class schedule	Administration & School Board	8/2010
3. Create after-school activities schedule	Principal & Teachers	8/25/2010
4. Approve after-school activities schedule	Administration and School Board	Autumn/ 2010
5. Inform community of scheduling changes	School Counselor and Principals	8/15-8/30/ 2010
6. Reschedule buses	Principal & Bus drivers	8/27/2010
7. Recruit substitute teachers	Superintendent & Principal	8/2010
8. Create early release Professional Development/ Professional Learning Communities Schedule/ Professional Development Advisory Council, Curriculum Leader, Administration		Oct. 2010
9. Board Approval of Changed Early Release School Calendar/ Board & Administration		Nov. 2010
10. Establish a master event schedule	Principal	August, 2010
11. Create new policies to eliminate distractions	Superintendent & School Board	August, 2010
12. Positive Behavior Initiative training	Principals, teachers and MBI Consultant	ongoing
13. Revise schedule if additional 1 FTE allowed	Administration	December, 2010

Resources:

OPI full time personnel, MEA-AFT, MSU-Billings School of Education, Montana Behavior Initiative

Milestones/Assessment/Evidence:

Milestone – 8/25/2010 for #1 – #5, and 5/15/2011 for #6 and #7

- Evidence:
- 1. Hardcopy of all schedules available and schedules posted on school web-site.
 - 2. List of substitute teachers available.
 - 3. Documentation of teacher and tutor training signed by training institute.
 - 4. Hardcopy of adopted policies.
 - 5. Letters sent to parents and community meeting conducted.
 - 6. Summer school enrichment materials ordered and received.
 - 7. Summer school teachers selected and schedule established.

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2010-2011 Plenty Coups High School Schedule

Instructor	Per. 1 7:55-8:55	Period 2 9:00-10:00	Period 3 10:04-11:04	Period 4 11:08-12:08	LUNCH 12:08-12:38	Period 5 12:42-1:42	Period 6 1:46-2:46	Period 7 2:50-3:40
<u>Art</u> Mr. Beaumont	Prep	2-D Art	Advanced Art 2-Dimensional	Elementary Art		3-D Art	Digital Art	Arts & Crafts
<u>Business</u> Ms. Barngrover	Prep	Creative Genius Media	Senior Portfolio	Recovery & Online Classes		Document Processing/Office Procedures	Introduction to Computers	Bridges to Literature II
<u>Crow Language</u> Mrs. Chesarek	Prep	Crow Language I	Crow Curriculum	Crow Language I		Crow Elementary	Crow Language I	Crow Curriculum Development
<u>History & Gov't.</u> Mr. Hegland	Prep	World History	Recovery & Online Classes	U. S. Government		U.S. History	U.S. History	Crow History
<u>Language Arts</u> Mr. Siers	Prep	Language Arts Level II	Language Arts Level I	Language Arts Level III		Language Arts Level IV	Bridges to Literature I	Newspaper & Annual
<u>Mathematics</u> Mr. Wiest	Prep	Recovery & Online Classes	Carnegie Math II	Carnegie Math I		Foundations 9 & 10	Carnegie Math III	Recovery & Online Classes
<u>Physical Education</u> Mr. Spotted Bear	Prep	PE 11 & 12	PE-10th	Athletic Director		Recovery & Online Classes	PE-9th	Junior High PE
<u>Science</u> Mrs. Schumacher	Prep	Biology II	Chemistry	Earth Science		Earth Science	Biology I	Biology I
<u>VoTech</u> Mr. Richard	Prep	Construction	Construction	Woods I		AutoCad	Welding I / Small Engines	Woods I
<u>Special Education</u> Mrs. Merchant	Prep	H.S. Resource	H.S. Resource	H.S. Resource		H.S. Resource	Recovery & Online Classes	Reading SRA
<u>Library</u> Mrs. Sedlacek	Prep	High School	High School	High School		Elementary	Elementary	Elementary

2010-2011 Pryor Junior High School Schedule

	Period 1 8:00- 8:56	Period 2 9:00 - 10:30	Period 3 10:35- 11:30	LUNC H 11:30 - 12:00	Period 4 12:05- 1:35	Period 5 1:40-2:45	Period 6 2:50-3:40
Instructor							
<u>Grade 7</u> Mr. Boone	Prep	Algebraic Thinking I	Social Studies 7		Algebraic Thinking II	Life Science	Nova Net or Online Class
<u>Grade 8</u> Ms. Clark	Prep	Language Arts 8	Social Studies 8		Language Arts 7	Physical Science	Bridges to Literatur e III

Pryor Elementary 2010 - 2011					
	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
7:55 - 8:55	PLC				
8:55 - 11:15	Literacy				
11:15 - 11:50	Specialists or Science/Social Studies				
11:50 - 12:00	Recess				
12:00 - 12:20	Lunch				
12:20 - 12:50					
12:50 - 1:25	Specialists or Math				
1:25 - 2:10	Math				
2:10 - 2:30					
2:30 - 3:05	Specialists or Science/Social Studies				
3:05 - 3:35					
3:40	Dismissal				

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement. The OPI Community Liaison will have some funding for this purpose.	Supt. Walker, OPI Community Liaison	October, 2010	May, 2013
Describe how the district will provide ongoing mechanisms for family and community engagement. OPI is currently hiring one .75 FTE Community Liaison for each SIG school community. In addition, OPI has hired a Youth Outreach Coordinator who will work with the Community Liaisons to coordinate community-school partnerships and youth engagement activities. Research-based programs for family involvement will be implemented to assure meaningful, sustainable involvement of families in the school.			

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In addition, adult educational activities will be established starting in the fall/winter 2011 to support families' advanced educational opportunities.
What capacity does the district have to provide ongoing mechanisms for family and community engagement? Most SIG schools have a school/family coordinator who helps to link the family with the school. These staff will work with the Community Liaison to build the district's capacity to engage family and community. Where possible, parent/community rooms will be maintained for family members to visit the school.
What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome? Current barriers are a lack of personnel capacity to engage the community in school activities, and a perceived need for more supportive instruction for family members to in turn support their children's school aims. These barriers will be overcome through the availability of additional personnel, designating funds for family engagement activities or parent education and program development supports from OPI. Starting in Fall 2010, the OPI will have an AmeriCorps planning grant that will explore ways to incorporate AmeriCorps and VISTA into the SIG program.
Action Steps/Person responsible for each step/Date each step will be done: 1. Hire Youth Outreach Coordinator – OPI – Completed 2. Hire Community Liaisons – OPI – late August, 2010 3. Assess current community & school activities – Fall, 2010 4. Develop program components for family & community engagement – Fall, 2010 5. Begin to implement program components – Late Fall, 2010 6. Assess program components – Spring, 2011 7. Ongoing supports – 2011 – 2012
Resources: General Funds, SIG funds, OPI personnel
Milestones/Assessment/Evidence: Parent involvement assessed and compared over time/ surveys & interviews/ aggregate results reported Student perception data collected/ surveys/ aggregate results shared publicly Climate surveys from parents, students and staff/ collected and reported publicly.

(3) Increasing learning time and creating community-oriented schools

(ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students' social, emotional, and health needs. (optional) The OPI Community Liaison will have some funding for this purpose.	Administration, OPI staff	Autumn, 2010	June, 2013
Describe how the district will partner with parents, organizations or agencies to create safe school environments that meet students' social, emotional and health needs. OPI is currently hiring one .75 FTE Community Liaison for each SIG school community. In addition, OPI			

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has hired a Youth Outreach Coordinator who will work with the Community Liaisons to coordinate community-based partnerships with the tribal colleges, Tribal Council, area agencies and state-based agencies. In addition, OPI staff at the state-level will work to encourage local collaborations in the areas of health, mental well-being and safety.
What capacity does the district have to partner with the organizations or agencies as described above? Key school staff will be asked to participate in the community partnership initiatives. District already partners with many community-based organizations, local and state agencies.
What barriers exist to partnering with organizations and agencies and how will these be overcome? Very rural, remote areas are often challenged to find quality support services; OPI will work with the Pryor District to support the development of institutional relationships with area organizations, as well as work with state-level organizations to develop new partnerships. Starting in Fall 2010, the OPI will have an AmeriCorps planning grant that will explore ways to incorporate AmeriCorps and VISTA into the SIG program.
Action Steps/Person responsible for each step/Date each step will be done: 1. Hire Youth Outreach Coordinator – OPI – Completed 2. Hire Community Liaisons – OPI – Fall, 2010 3. Prioritize community partnership agreements based upon projected student academic impact. Assess current effectiveness of these partnerships/ School staff and community liaison/ Fall, 2010. 4. Work with DPHHS and IHS for school opening activities – Current 5. Begin AmeriCorps planning process – Fall 2010 6. Develop program components for community partnerships – Fall, 2010 7. Assess program components – Spring, 2011 8. Ongoing supports – 2011 - 2012
Resources: OPI, state and local organizations, research based program interventions
Milestones/Assessment/Evidence: Parent involvement assessed and compared over time/ surveys & interviews/ aggregate results reported Student perception data collected/ surveys/ aggregate results shared publicly Climate surveys from parents, students and staff/ collected and reported publicly.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. (optional) Advisory is not reflected in your current schedule. The OPI is providing on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance.	High school staff and School Improvement Team	Fall, 2010	June, 2013
Describe how the district will extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. Counselor Bartholomew is designated to work with K-12 grade students on an individual basis. Effectiveness of this approach will be evaluated including student/staff feedback. Recommendations will be made to high school staff for revisions. Schedule changes will be made to provide advisory periods			

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during the high school counselor's schedule. If determined inadequate by program analysis, an advisory committee will be formed to provide alternative schedule and intervention ideas.
What capacity does the district have to extend or restructure the school day? Pryor Schools with their low student numbers feels capable of providing effective student counsel on an individual basis through their current staffing and scheduling decisions. Through the aide of on-site technical consultants acquired this year, additional support will be provided to analyze program effectiveness, determine possible goal revisions and suggest programmatic changes if needed.
What barriers exist to extending or restructuring the school day and how will these be overcome? High school climate is unsupportive of rigorous and high academic expectations. Through the advent of the MBI School Climate remediation, student/staff/parent perceptions will improve advancing support of a more rigorous curriculum and high academic expectations.
Action Steps/Person responsible for each step/Date each step will be done: 1) Determine goals of advisory program./High School staff/ Fall, 2010 2) Assess effectiveness of advisory program/ High School staff, parents and students/ Spring, 2011 3) Revise program including scheduling changes if needed/ High School staff/ May, 2011. 4) Implement recommended changes to advisory periods and continue improvement cycle/ High School staff/ on-going.
Resources: General Budget, Gearup advisor, Staff, Board policies
Milestones/Assessment/Evidence: 1) Goals determined. / Fall, 2010/ Goal Statements published in student paper and handbook. 2) Program evaluated. / Spring, 2011/ Surveys collected and analyzed/ Results communicated to high school staff and school board. 3) Revisions made to advisory periods if determined/ May, 2011/ High School Schedule

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (optional) The OPI will assist the district in providing support through MBI and coordinate additional support through the community liaison's tribal partnerships. The SIG will fund, through an ISA, the meeting time for the established MBI team through December 2010.	School Improvement Team	September, 2010	June, 2014
Describe how the district will implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. OPI is also contracting with the National Native Children's Trauma Center, based at the University of Montana, to provide trauma awareness and intervention work with students and staff; as well is contracting with the National Coalition Building Institute in Missoula, MT to provide team-building supports for schools. OPI is also in discussion with providers of mental health services to explore increasing mental health services at the schools. The Montana Behavioral Initiative has assigned a Consultant to the Pryor Schools. The Consultant will work with the elementary school and the middle/high school in developing the MBI process at each school.			

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<p>What capacity does the district have to implement approaches to improve school climate and discipline?</p> <p>The elementary and middle/high schools are in the process of developing MBI Teams and selecting leaders from these teams for continued leadership development. Team development is crucial to building school capacity in implementing positive behavior supports. Revisions to practices made by team collaboration will be recommended for policy revision.</p> <p>The LEA's school counselors, school/family coordinators, and interested administration and board trustees will be asked to participate in the development of improved school climate supports. The district has already purchased and is implementing Power School, a data reporting system instrumental in monitoring data.</p>
<p>What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?</p> <p>Pryor Schools does not have an MBI team to implement the MBI process at either school. Training to implement the process needs to occur before MBI becomes effective. Resources need to be allocated to support the various activities of the MBI process (i.e. education time, student incentives for appropriate behaviors, substitute teachers so staff can attend training, and classroom materials for teaching students the expected behaviors.)</p> <p>Very rural, remote areas are often challenged to find quality support services; OPI will work with the LEA to support the development of institutional relationships with area organizations, as well as work with state-level organizations to develop new partnerships.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <ol style="list-style-type: none"> 1. Hire Youth Outreach Coordinator – OPI – Completed 2. Hire Community Liaisons – OPI – late August, 2010 3. Work with MBI, NNCTC, and NCBI for school opening activities – Current 4. Develop contracts for ongoing services from NNCTC & NCBI – Current 5. Develop program components for school climate with MBI – Fall, 2010 6. Implement NNCTC interventions – Fall, 2010 7. Assess program components – Spring, 2011 8. Ongoing supports – 2011 - 2012
<p>Resources: OPI; LEA; state and local organizations; research based program interventions</p>
<p>Milestones/Assessment/Evidence:</p> <ol style="list-style-type: none"> 1) Community liaisons and youth outreach coordinator hired. 8/31/10 2) MBI orientation completed and school MBI team selected. 9/30/10 3) Universal expectations adopted and school matrix developed./ Monitoring of implementation. 3) Service contracted with NNCTC & NCBI for ongoing intervention. 12/31/10 4) School Climate Action Plan created with MBI consultant. 3/1/2011 5) Ongoing assessment of school climate utilizing perception surveys and behavioral indicators reported on a regular basis./ School Improvement Team/ February, 2011.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. (optional)			
Describe how the district will expand the school program to offer full-day kindergarten or pre-kindergarten.			

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What capacity does the district have to expanding the school program to offer full-day kindergarten or pre-kindergarten?
What barriers exist to expanding the school program to offer full-day kindergarten or pre-kindergarten and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

(4) Providing Operational Flexibility and support

(i). Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates. The OPI will contract with a school finance consultant to assist the SIG schools in this area. This year the SIG provided an opportunity to attend MCEL for all board members and administration.	Superintendent & Transformation leader	August 2010	August 2013
What different operational flexibility will the school have in relation to staffing? The district's goal is to efficiently and effectively use existing staff. Determining how to achieve this goal is a two-prong process. The first step is knowing what the staff member's certification is and if his/her certification is deemed to be highly qualified. Once this is determined, the next step is to look at the experience that each staff member can contribute to the goal. Based on this information, the district will place staff in positions which will benefit the students the most. The aforementioned does outline the basic and first steps in staffing with the intentions of maintaining said staffing for the duration of the academic school year. However, the aforementioned process does not preclude the district to constantly evaluate the staffing pattern at hand and make any needed adjustments throughout the year. The key to successful staffing is flexibility. Finally, communication channels with OPI staff that is on-site with the district and with the state OPI office will be developed.			
What different operational flexibility will the school have in relation to school calendars and instructional time? Part of this action plan includes addressing the school calendar and/or instructional time which will yield the recommended 100 additional hours of instructional time. Once this portion of the action plan is created, the administration and the board of education will accommodate so that the additional hours are realized.			
What different operational flexibility will the school have in relation to budgets? A budget is a planning document which is driven by the various programs of the school. A true budget will reflect the needs of the students. A true budget will also include the necessary flexibility for any program changes. The administration of the district will monitor the budget keeping in mind that the need for adjustments may arise due to the various action plan components. It is the intention of administration to set aside funds for the sole purpose of adjustments.			

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The district would like to contract the services of a financial consultant to address audit concerns, expedite the removal of Pryor from high risk status, and gain capacity with financial issues.

What capacity does the district have to grant operational flexibility to the school?

The answer to this question at this time is somewhat evasive. The reason for this is because of some uncertainties which include the actual funds which will be available specifically from this grant; the unexpected needs of students, i.e. new students who may require unseen programming, etc. It is the intention of the school to be as flexible as possible with regard to the overall operational aspects of the school.

What barriers exist to granting operational flexibility to the school and how will those be overcome?

Pryor District Board Policies have not been revised since 1997. In addition, policies in place were built around a system that lacked capacity to judicially administer those policies. It is our belief that these policies need expedited revision, and would like to adopt the services of the Montana School Board Association in revising these into the recommended policies of the day. We believe that this rapid revision, considering all policies at one time, would more efficiently use the board and administrators' time, allowing them to better act upon student achievement during board meeting and work sessions. In addition, our business office has expressed concern for additional tasking involved with accounting processes related to this grant and other fiduciary responsibilities. Providing for an on-site, highly qualified, technical school accounting consultant will help streamline the efficiency of our business office. With this in mind, we would like to think that there will be no additional barriers in our quest to provide innovative programs to meet the needs of the students.

It is the OPI's understanding the district currently is a member of MTSBA and therefore professional development and resources are available. In addition, the school board coach is providing job-embedded professional development.

Action Steps/Person responsible for each step/Date each step will be done:

- 1) Revise Board Policies with contracted services from Montana School Board Association (MSBA). Although this recommendation utilizes an "outside" entity for this process, we anticipate that the Board in consultation with the Board Coach will review, adapt if necessary, and adopt each policy. This will add the needed ownership of these policies through this process and will help to ensure that the policy work, aligned with statute and regulations, will be understood and embraced by the board. / Board/ December, 2010
- 2) Utilize OPI's School Board Coach for on-site board training and organizational overhaul. Training in boardmanship, roles and responsibilities, bargaining, open meeting laws, and other items are necessary for the board to be effective. In conjunction with policy review, board training needs to be an ongoing process and should involve board members as well as administrators. / Board/ ongoing
- 3) In addition to training provided by the board coach, additional funds should be set aside for board and superintendent trainings on an ongoing basis. These should include New Board Member Training by MTSBA, MCEL, and opportunities for conferences if they are worthwhile. Board training should have an annual budgeted amount with reporting requirements for those that attend.

SIG provided funding for school board member to attend MCEL and will provide ongoing job-embedded training through the School Board Coach.

- 4) Business office will receive quarterly technical support from highly qualified school budget accounting consultant/ Business Clerk & School Board/ ongoing.

The person responsible for this section of the action will be the superintendent and the components of this plan will be ongoing. An updated report will be provided to the board and to the SIG team each month.

Resources:

Schedules, Staff, Budget, Board Policy, SIG funds

Milestones/Assessment/Evidence:

Evidence of success will be based on any actions that may happen during the term of the plan which will

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require flexibility. Providing flexibility to meet the needs of the students will show success of this plan.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). This is a required part of this federal grant and all related expenses are figured into the main overall OPI Budget for SIG.	Board, Administration	June, 2010	May, 2013
Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description. The Pryor School District will enter a memorandum of agreement with the Montana Office of Public Instruction to provide intensive technical assistance to all stakeholders. The SEA will provide support personnel including the Transformational Leader, the instructional coordinator, the board coach, and the community liaison. The SIG grant application includes these key personnel in the implementation of new research based interventions, staff development and curriculum support. The Transformational Leader has key responsibilities related to implementing the school improvement process, team building, SIG action plan implementation, budget assistance, and acquisition of other support resources. The instructional coach will assist staff with curriculum and instruction support, as well as assistance with all forms of student assessment, differentiating instruction, lesson planning, modeling lessons, and scheduling. The school board coach is instrumental in assisting the Board of Trustees with policies and procedures relating to the continuous school improvement process. Additionally, this individual is responsible for researching for board members the impact of decision on student achievement. Connecting the Board with other resources, such as the Montana School Boards Association and the NSBA will assist the Board in their role of support to increase student achievement. The community liaison will be instrumental in building connections between community members, parents, and in district personnel. Additionally, the community liaison will assist in connecting other social service agencies and programs that will assist student overall health and well-being.			
What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support? The Pryor School District currently has the personnel in place to provide the school with ongoing, intensive technical assistance and related support. Additionally, a Schools of Promise School Improvement Team is in place.			
What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome? Ensuring the school district that qualified, dedicated individuals will be hired, trained, and committed to the students in the Pryor Public Schools. The state hiring practices must ensure these individuals are up to the challenge(s) of a high needs population and the complex variables that exist in the district. Garnering stakeholder support for this assistance is critical. Significant time must be spent on team building, trust building, and relationship building for this partnership to be successful.			
Action Steps/Person responsible for each step/Date each step will be done: Hiring of Schools of Promise Transformational Leader, School Board Coach, Community Liaison, and Instructional Coach; OPI; June, 2010 SIG team planning meetings; Pryor SIT team and Transformational Leader; June through August, 2010—			

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Ongoing monthly meetings through 2013. New Reading/Math Research Based Program staff development; Jean Howard and Kristine Goyins (OPI); July-August, 2010; ongoing through 2013
Resources: OPI Schools of Promise Leadership Team (State Level)—BJ Granbery, Mandy Smoker-Broadus, Deb Halliday, Nancy Coleman, (Courtney Peterson, Donnie Wetzel) and Sarah Pierce
Milestones/Assessment/Evidence: Hiring of all SEA support personnel

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA. (optional)			
Describe the new governance arrangement under which the school will be run.			
What capacity does the district have to implement a new governance arrangement for the school?			
What barriers exist to implementing a new governance arrangement for the school and how will those be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs. (optional)			
Describe the per-pupil school-based budget formula weighted based on student needs that will be implemented.			
What capacity does the district have to implement a per-pupil school-based budget formula that is weighted based on student needs?			
What barriers exist to implementing a per-pupil school-based budget formula that is weighted based on student needs and how will those be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

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C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds	\$1,260,720	\$1,229,779		
Local Funds	\$ 33,600	\$ 42,600		
SIG 1003(g) Funds	\$0	\$ 282,007 \$855,970	\$ 362,977	369,445
School Improvement 1003(a) Funds	\$ 100,000	0	0	0
Title I, Part A: Improving Basic Programs	\$ 127,741	\$ 127,613		
Title I, Part C: Migrant Education	0	0	0	0
Title II, Part A: Teacher and Principal Training and Recruiting Fund	\$ 31,149	\$ 30,823		
Title II, Part D: Enhancing Education Through Technology	\$ 1,773	\$ 696		
Title III, Part A: English Language Acquisition	\$ 2,983	\$ 2,723		
Title IV, Part A: Safe & Drug-Free Schools and Communities	\$ 2,730	0		
IDEA Part B	Co-op	Co-op		
Carl Perkins	0	0	0	0
Impact Aide:	\$1,065,137	\$1,213,463		
Other:				
Other:				

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Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this plan:

Other Resource	Describe how it aligns with and enhances intervention
ACE Curriculum Consortium Membership until Sept, 2010.	Materials and professional development provided by this cooperative will be the launching point for continued curriculum enhancement, alignment and professional development.
Yellowstone County Special Education Cooperative	Early warning systems identifying at-risk students are already in place with the help of specialists from this co-op. Their services will be utilized to enhance our monitoring system to better provide needed service to all students and remediate at-risk behaviors.

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding:

Alternative funding options will be researched during year two and three of this grant while evaluating effectiveness of interventions. Those high yield intervention strategies will be prioritized to receive funding support for the years following the three-year grant period.

Hiring Practices:

- 1) Teacher mentorship program will help recruit and retain new teachers.
- 2) Substitute teachers will be recruited from a wider geographical area and trained to be successful enhancing recruitment and retention.
- 3) Teacher hiring bonus will be added year 2 & year 3 of grant.
- 4) New teacher additional contract days will be added the first year of hiring with corresponding daily rate increase going to recruited teacher.

Supporting Professional Development:

- 1) Support for teachers will be enhanced through the new Staff and Principal Performance/ Appraisal System created by Labor Management Teams.
- 2) Curriculum alignment and implementation will be completed and a renewal system began with the help of OPI Instructional coach.
- 3) New scheduling allows for professional learning communities on a weekly basis in the elementary, and early out release days for all schools on a monthly basis.

Changes made in Policies and Practices:

- 1) Operational flexibility will be enhanced through the rapid adoption of current Board Policies and practice implementation of these policies over the grant period.
- 2) Transition programs will be developed better bridging gaps between different grade level programs.
- 3) A response to intervention program will be in place diagnosing and pairing students with most effective placement.
- 4) Ongoing advisory teams will be established addressing: professional development goals, school climate, curriculum development, Indian Education Advisory team and ongoing school improvement.

Other:

**LEA SCHOOL IMPROVEMENT GRANTS 1003(g)
Assurances and Waivers Signature Page**

A. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant and must indicate which of those waivers it intends to implement.

The LEA assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

B. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant,

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.

Name & Title of Authorized Representative

Signature of Authorized Representative

Date